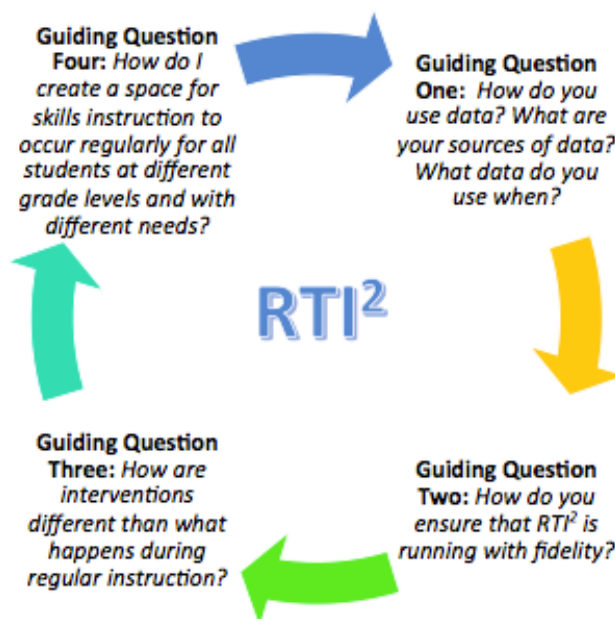


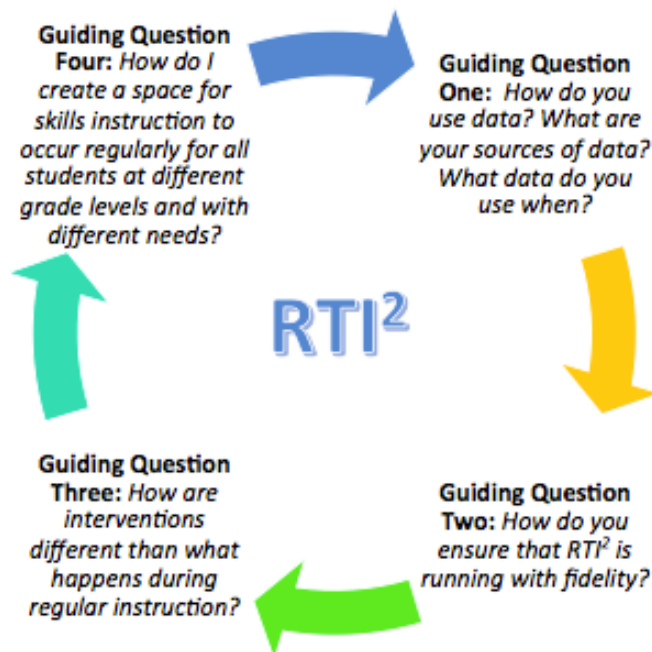
Tennessee Department of Education District Response to Instruction and Intervention Action Planning Kit

Winter 2014



The contents of this manual were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

Guiding Question Four: *How do I create a space for skills instruction to occur regularly for all students at different grade levels and with different needs?*



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Scenario Discussion Protocol Four

Below there are two sample middle school schedules. The first schedule is a middle school master scheduled prior to RTI² schedule that was built with common planning and limited preparations for teachers as priorities. (These are sample priorities. Each building and district brings unique priorities that must be considered when scheduling). Both schedules are for a middle school that serves 750 students with approximately 240 sixth grader students, 270 seventh grade students, and 240 eighth grade students. Special Education population is 16 percent.

BEFORE RTI² Sample Traditional Middle School Schedule

Teacher	1st period	2nd period	3rd period	4th period	5th period	6th period	7th period
Team 6A	7:40-8:35	8:40-9:27	9:32-10:20	10:25-11:55	12:00-12:47	12:52-1:39	1:44-2:40
Math Tchr One	Planning	6 Math Acc	6 Math	6 Math Inc/Tier 2		6 Math Acc	6 Math
ELA Tchr One	Planning	6 Language Arts	6 Language Arts	6 Language Arts	6 Language Arts	6 Language Arts	6 Language Arts
Read Tchr One	Planning	6 Reading	6 Reading	6 Reading	6 Reading	6 Reading	6 Reading
Sci Tchr One	Planning	6 Science	6 Science	6 - Inc. Soc St.	6 Science	6 Science	6 Science
SS Tchr One	Planning	6 Soc. Studies	6 Soc. Studies	6 Soc. Studies	6- Inc. Science teacher	6 Soc. Studies	6 Soc. Studies
	1st period	2nd period	3rd period	4th period	5th period	6th period	7th period
Team 6B	7:40-8:35	8:40-9:27	9:32-10:20	10:25-11:55	12:00-12:47	12:52-1:39	1:44-2:40
Math Tchr Two	Planning	6 Math	6 Math Acc	6 Math Acc	6 Math	6 Math Inc/Tier 2	
ELA Tchr Two	Planning	6 Reading	6 Reading	6 Reading	6 Reading	6 Reading	6 Reading
Read Tchr Two	Planning	6 Language Arts	6 Language Arts	6 Language Arts	6 Language Arts	6 Language Arts	6 Language Arts
Sci Tchr Two	Planning	6 Science	6 Science	6 Science	6 Science	6 - Inc. Math	6 Science
SS Tchr Two	Planning	6 Soc. Studies	6 Soc. Studies	6 Soc. Studies	6 Soc. Studies	6 Soc. Studies	6 - Inc Math 2

	1st period	2nd period	3rd period	4th period	5th period	6th period	7th period
Team 7A	7:40-8:35	8:40-9:27	9:32-10:20	10:25-11:55	12:00-12:47	12:52-1:39	1:44-2:40
Math Tchr Three	7 Math Acc 1	7 Math	Planning	7 Math Acc	7 Math	7 Math Inc/Tier 2	
ELA Tchr Three	7 Reading	7 Reading	Planning	7 Reading	7 Language Arts	7 Reading	7 Reading
Read Tchr Three	7 Language Arts	7 Language Arts	Planning	8 Exploratory	8 Exploratory	7 Language Arts	7 Language Arts
Sci Tchr Three	7 Science	7 Science	Planning	6 - Inc Soc. St.	7 Science	7 Science	7 Science
SS Tchr Three	7 Soc. Studies	7 Soc. Studies	Planning	7 Soc. Studies	6- Inc Science	7 Soc. Studies	7 Soc. Studies
	1st period	2nd period	3rd period	4th period	5th period	6th period	7th period
Team 7B	7:40-8:35	8:40-9:27	9:32-10:20	10:25-11:55	12:00-12:47	12:52-1:39	1:44-2:40
Math Tchr Four	7 Math Inc/Tier 2		Planning	7 Math	7 Math	7 Math	7 Math Acc
ELA Tchr Four	7 Language Arts	7 Language Arts	Planning	7 Language Arts	7 Language Arts	7 Language Arts	7 Language Arts
Read Tchr Four	7 Reading	7 Reading	Planning	7 Reading	7 Reading	7 Reading	7 Reading
Sci Tchr Four	7 Science	7 Science	Planning	7 Science	Read Aloud	7 Science	7 Science
SS Tchr Four	7 Soc. Studies	7 - Inc. ELA	Planning	7 Soc. Studies	7 Soc. Studies	7 Soc. Studies	7 Soc. Studies
	1st period	2nd period	3rd period	4th period	5th period	6th period	7th period
Team 8A	7:40-8:35	8:40-9:27	9:32-10:20	10:25-11:55	12:00-12:47	12:52-1:39	1:44-2:40
Math Tchr Five	8 Math Inc/Tier 2		8 Math	8 Math	Planning	8 Algebra I	8 Math
ELA Tchr Five	8 Reading	8 Reading	7 Exploratory	Teacher Leader	Planning	8 Reading	8 Reading
Read Tchr Five	8 Language Arts	8 Language Arts	8 Reading	8 Language Arts	Planning	8 Language Arts	8 Language Arts
Sci Tchr Five	8 Science	8 Science	8 Science	8 Science	Planning	8 Science	8 Science
SS Tchr Five	8 Soc. Studies	8 Soc. Studies	8 Soc. Studies	8 Soc. Studies	Planning	8 Soc. Studies	8 Soc. Studies

	1st period	2nd period	3rd period	4th period	5th period	6th period	7th period
Team 8B	7:40-8:35	8:40-9:27	9:32-10:20	10:25-11:55	12:00-12:47	12:52-1:39	1:44-2:40
Math Tchr Six	8 Algebra I	8 Math	8 Math Inc/Tier 2		Planning	8 Math	8 Math
ELA Tchr Six	8 Reading	8 Reading	8Reading	8Reading	Planning	8Reading	8Reading
Read Tchr Six	8Language Arts	8Language Arts	8Language Arts	8Language Arts	Planning	8Language Arts	8Language Arts
Sci Tchr Six	8 Science	8 Science	8 Science	8 Science	Planning	8-Inc. Soc.Stud	8 Science
SS Tchr Six	8 Soc. Studies	8 Soc. Studies	8 Soc. Studies	8 Soc. Studies	Planning	8 Soc. Studies	8-Inc. Science
	1st period	2nd period	3rd period	4th period	5th period	6th period	7th period
Rel. Arts	7:40-8:35	8:40-9:27	9:32-10:20	10:25-11:55	12:00-12:47	12:52-1:39	1:44-2:40
P.E.	6 P.E.	P.E.	P.E.	P.E.	P.E.	Planning	P.E.
P.E.	6 P.E.	P.E.	7 P.E.	P.E.	8 P.E.	Planning	P.E.
Health	6 Health	Planning	Health	Health	8 Health	Health	Health
Computers	6 Computers	Computers	7 Computers	Computers	Computers	Computers	Planning
Tech.	6 Fnd.Tech	Planning	Fnd. Tech	Fnd. Tech	6 Science	Fnd. Tech	Fnd. Tech
Band/Mus	6 Band	Gen. Music	7 Band	Gen. Music	8 Band	Planning	High School
Chorus/M	6 Chorus	Gen. Music	7 Chorus	Planning	8 Chorus	Gen. Music	Gen. Music
Teen Lvg	6 TeenLiving	Teen Living	7 TeenLiving	Teen Living	Teen Living	Teen Living	Planning
Art	6 Art	Planning	Art	Art	Art	Art	Art
Library	6 Lit.RA/Expl.	Library Service	Library Service	Library Service	8 Lit.RA/Expl.	Library Service	Library Service

RTI² Sample School Schedule 2014-2015

	1 st Period	2 nd Period	3 rd Period	4 th Period	5 th Period	6 th Period	7 th Period	8 th Period
6th	7:40 - 8:29 + 5 for Announcemen ts and arrival	8:31 - 9:15	9:20 -10:04	10:06 - 10:50	10:55 - 12:11 LUNCH	12:14 - 1:00	1:05 - 1:49	1:51-2:40 + 5 for Ann./dismiss al
ELA Teacher One	A - 6 th ELA (TA 45-2)		B - 6 th Accelerated ELA		C - 6 th ELA (TA 45-2)		Planning	RTI 2 ELA Intervention
Math Teacher One	C - 6 th Math (TA 90)		A - 6 th Math (TA 90)		B - 6 th Accelerated Math		Planning	RTI 3 Math Intervention
Science Teacher One	B - 6 th Science	6 th Tier 2 Math Intervention	C - 6 th Science	F - Science	A - 6 th Science	D - 6 th Science	Planning	ELA Co-Teaching
Soc. St. Teacher One	Math Co-teaching	B - Soc. St.	F - 6 th Soc. St.	C - 6 th Soc. St.	D - 6 th Soc. St.	A - 6 th Soc. St.	Planning	Literacy Enrichment - Social Stud.
ELA Teacher Two	I - 6 th ELA		E - 6 th Accelerated ELA		G - 6 th ELA (TA 90)		Planning	RTI ² 3 ELA Intervention
Math Teacher Two	F - Accelerated Math		G - 6 th Math 60 + RTI ² 2 w/ teacher + Intensive w/ sped teacher (TA 45-1)		I - Accelerated Math		Planning	RTI ² 2 Math Intervention
ELA Teacher Three	D - 6 th ELA (TA 90)		RTI ² Data Progress Monitoring	6 th Tier 2 Math Intervention (From G & D)	F - 6 th Accelerated ELA		Planning	RTI ² 3 ELA Intervention
Math Teacher Three	H - 6 th Math 60 + RTI ² w/ sped teacher (TA 45-1)		D - 6 th Math 60 + RTI ² w/ teacher + Intensive w/ sped teacher (TA 90)		E - 6 th Accelerated Math		Planning	Tech Support
Science Teacher Two	G - Science	E - Science	I - Science	H - Science	7 th Grade Math co- teaching	6 th Grade ELA Co- teaching	Planning	Literacy Enrichment - Science
Soc. St. Teacher Two	E - Soc. St.	G - Soc. St.	H - Soc. St.	I - Soc. St.	H - 6 th ELA (TA 90)		Planning	RTI ² 2 ELA Intervention

7th	7:40 - 8:29 + 5 for Ann.	8:31 - 9:15	9:20 - 10:04	10:06 - 10:50	10:50 - 12:11 LUNCH	12:14 - 1:00	1:05 - 1:49	1:51-2:40 + 5 for Ann.
ELA Teacher One	Planning	RTI ² 3 Reading Intervention	A – 7 th Accelerated ELA		B – 7 th ELA (TA 90)		C – 7 th ELA (TA 45-2)	
Math Teacher One	Planning	RTI ² 2 Math Intervention	C – 7 th Math (TA 90)		A – 7 th Accelerated Math		B – 7 th Math 60 + RTI ² 2 w/ teacher (TA 45-1)	
Science Teacher One	Planning	Co-teach RTI ² 2 Math	B – 7 th Science	F – 7 th Science	C – 7 th Science	7 th Tier 2 Math Intervention (From F & H)	A – 7 th Science	G – 7 th Science
Soc. St. Teacher One	Planning	RTI ² 2 Reading Intervention	F – 7 th Soc. St.	B – 7 th Soc. St.	Assist in 7 th ELA	C – 7 th Soc. St.)	G – 7 th Soc. St.	A – 7 th Soc. St.
ELA Teacher Two	Planning	RTI ² 2 Reading Intervention	D – 7 th Accelerated ELA		I – 7 th ELA (TA 90)		F – 7 th ELA (TA 90)	
Math Teacher Two	Planning	RTI ² 3 Math Intervention	E – 7 th Math		H – 7 th Math 60 + RTI ² 2 w/ teacher + Intens. w/ sped teacher (TA 45-1)		D – 7 th Accelerated Math	
ELA Teacher Three	Planning	RTI 3 ELA Intervention	H – 7 th ELA (TA 90)		G – 7 th Accelerated ELA		E – 7 th ELA	
Math Teacher Three	Planning	RTI 3 Math Intervention	G – 7 th Accelerated Math		F – 7 th Math 60 + RTI ² 2 w/ teacher + Intens. w/sped teacher (TA 45-1)		I – 7 th Math 60 + RTI ² 2 w/ teacher + Intens. w/ sped teacher (TA 45-1)	
Science Teacher Two	Planning	Assist in Sample RTI ² 2 Math	I – 7 th Science	J – 7 th Science	E – 7 th Science	D – 7 th Science	H – 7 th Science	7 th Tier 2 Math Intervention (From B & I)
Soc. St. Teacher Two	Planning	RTI ² 2 Reading Intervention	J – 7 th Soc. St.	I – 7 th Soc. St.	D – 7 th Soc. St.	E – 7 th Soc. St.	Assist in 7 th ELA	H – 7 th Soc.

8th	7:40 - 8:29 + 5 for Ann.	8:31 - 9:15	9:20 - 10:04	10:06 - 10:50	10:55 - 11:40	11:00 - 1:00 LUNCH	1:05 - 1:49	1:51-2:40 + 5 for Ann.
ELA Teacher One	A - 8 th Accelerated ELA		RTI ² 3 ELA Intervention	Planning	B - 8 th ELA (TA 45-1)		C - 8 th ELA (TA 45-2) (
Math Teacher One	C - 8 th Math (TA 90)		RTI ² 3 Math Intervention	Planning	D - 8 th Math (TA 45-2)		B - 8 th Math 60 + RTI 2 w/ teacher (TA 90)	
ELA Teacher Two	D - 8 th ELA (TA 90)		RTI ² 3 ELA Intervention	Planning	E - 8 th Accelerated ELA		G - 8 th ELA (TA 90)	
Math Teacher Two	G - 8 th Math 60 + RTI ² 2 w/ teacher + Intens. w/sped teacher (TA 90)		RTI ² 3 Math Intervention	Planning	F - 8 th Math 60 + RTI ² 2 w/ teacher (TA 45-1) (OFF TEAM 7J - 7 th Math ↑	
ELA Teacher Three	Literacy Enrichment (7 th Grade)	Co-teaching 8 th ELA	RTI ² 3 ELA Intervention	Planning	H - 8 th ELA (TA 90)		F - 8 th ELA (TA 90)	
Math Teacher Three	H - 8 th Math 60+ RTI ² 2 w/teacher + Intens. w/ sped teacher (TA 90)		RTI ² 2 Math Intervention	Planning	A - 8 th Accelerated Math		E - 8 th Algebra I	
Science Teacher One	Assist in 8 th Math	B - 8 th Science	Assist in RTI ² 2 Math	Planning	C - 8 th Science	G - 8 th Science	RTI ² Data Progress Monitoring	H - 8 th Science
Soc. St. Teacher One	B - 8 th Soc. St.	8 th Tier 2 Math Intervention (From G & H)	RTI ² 2 ELA Intervention	Planning	G - 8 th Soc. St.	C - 8 th Soc. St..	H - 8 th Soc. St.	8 th Tier 2 Math Intervention (From B)
Science Teacher Two	E - 8 th Science	F - 8 th Science	Literacy Enrichment - 8 th Science	Planning	Assist in 8 th Math	8 th Tier 2 Math Intervention	A - 8 th Science	D - 8 th Science
Soc. St. Teacher Two	F - 8 th Soc. St.	E - 8 th Soc. St.	RTI ² 2 ELA Intervention	Planning	Assist in 8 th ELA		D - 8 th Soc. St.	A - 8 th Soc. St.

Related Arts	7:40-8:25	8:27-9:12	9:17-10:02	10:04-10:49	10:54-12:11 6 th Lunch 7 th Lunch	12:13-12:58 8 th Lunch	1:03-1:48	1:50-2:40
P.E. Teacher one	7	7	8	8	Planning	STS 8 th Lunch	6	6
P.E. Teacher Two	7	7	8	8	Cafeteria Duty 7/8 Lunch	Planning	6	6
Art Teacher one	7	7	8	8	Cafeteria Duty 7/8 Lunch	Planning	6	6
Health Teacher one	7	7	8	8	Cafeteria Duty 7/8 Lunch	Planning	6	6
Techno l Teacher one	7	7	8	8	Cafeteria Duty 6/7 Lunch	Planning	6	6
Compu Teacher one	7	7	8	8	Cafeteria Duty 6/7 Lunch	Planning	6	6
Band Teacher one	7 Band	7 Music	8 Music	8 Band	Cafeteria Duty 6/8 Lunch	Planning	6 Band	High School Band
Chorus Teacher one	7 Chorus	7 Music	8 Music	8 Music	Cafeteria Duty 6/8 Lunch	Planning	6 Music	6 Music
Teen Liv Teacher one	7	7	Planning	8	Off Team 7 th - 7 th ELA ⬆		6	6

Cafeteria Duty Assignments:

6th Lunch: Teacher, Teacher, Teacher, Teacher

7th Lunch: Teacher, Teacher, Teacher, Teacher

8th Lunch: Teacher, Teacher, Teacher, Teacher

11:30 – 12:15

10:50 – 11:30

12:15 – 1:00

Debriefing Questions

1. What were your “ahas” when comparing the first schedule to the second schedule?
2. How is staffing used differently between schedule one and schedule two?
3. What did the scheduling team need to know about staff to make the shifts between schedule one and schedule two?
4. How is time being used differently?
5. What staffing protocols were made for this schedule?
6. What ideas can you take from this example and use in your district?
 - a. If you have already created middle school and high school schedules?
 - b. If you have not already created middle school and high school schedules?
7. What other elements do you need to help your buildings think through when they are scheduling?

Guiding Question Four: *How do I create a space for skills instruction to occur regularly for all students at different grade levels and with different needs?*

Scheduling Notes

Scheduling Discussion Protocol

Guiding Question Four: <i>How do I create a space for skills instruction to occur regularly for all students at different grade levels and with different needs?</i>
Elementary/Middle School/High School Sample Schedule
Time analysis
What are total the number of instructional minutes?
ELA –Reading and Writing Minutes <i>(Does this meet the recommended number of minutes for this grade band?)</i>
Math Minutes <i>(Does this meet the recommended number of minutes for this grade band?)</i>
Other Content Minutes? <i>(What are your district’s decision around other content areas at this grade level? Does the schedule meet the recommendation from your district level?)</i>
Non-instructional minutes in the schedule <i>(Include class change, announcements, homeroom, lunch, recess, etc)</i>
Personnel Analysis
What personnel are best suited for intervention?
What personnel are best suited for re-teaching?
What personnel are best suited for enrichment?
What additional duties, responsibilities occur in teacher schedules?
Are there teachers or educators with time in their schedule to do an intervention? (ie. Librarian, counselor, instructional coach)
Are there other scheduling supports that the district could provide?

Guiding Question Four: *How do I create a space for skills instruction to occur regularly for all students at different grade levels and with different needs?*

SWOT Analysis for Scheduling Focus

Strengths: What are the district strengths in scheduling and personnel usage?
What are the strengths of the sample schedule?

Weaknesses: Where are the gaps in staffing and scheduling supports? What are the needs to support these gaps? (Discuss in terms of sample schedule)

Opportunities: Where can you use your strengths to overcome your weaknesses and help you district move forward? Select one or two prioritized and manageable steps.

Threats: What internal and external hurdles will the team have to address to ensure success of the next steps?

Strengths

Weaknesses

Opportunities

Threats

Guiding Question Four: *How do I create a space for skills instruction to occur regularly for all students at different grade levels and with different needs?*

Scheduling Planning		
Goal: (What result will these next steps have?)		
District Scheduling Needs Next Steps (What are next actionable steps around scheduling?)		
Time Needs 1. 2. 3.	Personnel Needs 1. 2. 3.	
Elementary Scheduling Needs Next Steps (What are next actionable steps around scheduling?) <i>Optional</i>		
Time Needs 1. 2. 3.	Personnel Needs 1. 2. 3.	
Middle School Scheduling Needs Next Steps (What are next actionable steps around scheduling?) <i>Optional</i>		
Time Needs 1. 2. 3.	Personnel Needs 1. 2. 3.	
High School Scheduling Needs Next Steps (What are next actionable steps around scheduling?) <i>Optional</i>		
Time Needs 1. 2. 3.	Personnel Needs 1. 2. 3.	
Timeline: (When should these steps be completed?)	Lead Person: (Which team member will take the lead on implementing next steps?)	Resources to use: (What resources will the district use to ensure that these next steps happen?)

Statement of Success: (What will determine our success and how will we share our success with the district?)	
General Rules of Practice (To create consistency in decision making around scheduling, what general rules of practice does the district team agree upon):	
Key District Messages: (How will your team communicate the general rules of practice in regards to scheduling? Who will communicate these general guidance rules be communicated and when will they be communicated?)	
Who will communicate these messages?	How will they be communicated?

Guiding Question Four: *How do I create a space for skills instruction to occur regularly for all students at different grade levels and with different needs?*

Scheduling Resource Menu

Guided Question Tools	Elementary	Middle /High Schools
Time Inventory Protocol	Best Practices Elementary	Secondary Scheduling Considerations
Personnel Inventory Protocol	Self-Contained Recommendations	High School Tier III Intervention Courses
Tier I Time Recommendations	Sample Schedule One	7-credit sample schedule
Tier II Time Recommendations	Sample Schedule Two	Block sample schedules
Tier III Time Recommendations		A-B sample schedule
		Hybrid sample schedule

User's Guide

This resource menu provides tools that are differentiated samples of scheduling tools for districts to use. This matrix is divided into four organizing columns that start with guided questioning tools, elementary, middle and high school. The resource become progressively more specific to meet the varying needs of your district. Districts should feel free to tailor the documents to fit the purposes of their district and their schools. These sample templates also serve as springboards for decision-making around scheduling issues. These template resources are samples and are not intended to dictate district guidelines and district rules of practice. Instead, the district rules of practice should guide the tailoring of these documents to fit the needs of districts. Many of these schedules are actual schedules from local education agencies (LEAs) that are currently providing interventions. There is an additional middle school schedule example in the guided question four section.

Time Inventory Protocol

What are total the number of minutes in your schedule?		
Instructional Minutes	Non-Instructional (Transitions/Lunch/Announcements, etc)	
Are there areas that can be adapted? Possibility 1: Possibility 2: Possibility 3:		
ELA –Reading and Writing Minutes <i>(Does this meet the recommended number of minutes for this grade band?)</i>	Math Minutes <i>(Does this meet the recommended number of minutes for this grade band?)</i>	Other Content Minutes? <i>(What are your district’s guidance around other content areas at this grade level? Does the schedule meet the recommendation from your district level?)</i>
Are there areas that can be adapted? Possibility 1: Possibility 2: Possibility 3:		
What other possibilities exist in your schedule? (e.g. multiple electives, activity period, lunch rotational time, etc.)		

Personnel Inventory Protocol

Personnel Analysis		
Place your staff into three categories base on their teaching assignment, certifications, and experience:		
Strong Reading Knowledge	Strong Math Knowledge	Enrichment or Remediation
Do you have an abundance of teachers in any category?		
Do you have a need in the reading or math knowledge categories?		
Do you need to plan for professional development for staff members in the enrichment/remediation category?		
What additional duties, responsibilities occur in teacher schedules?		
Are there teachers or educators with time in their schedule to do an intervention? (e.g. library media specialist, counselor, instructional coach)		
Does your schedule allow you to maximize the strengths of the staff lists above? __Yes __No If no, what planning do you need to do to adjust your staffing ?		

Tier I Time Recommendations

K-2 Minimum Recommended Instructional Times:

Tier I	Kindergarten	First	Second
ELA	150 minutes daily	150 minutes daily	150 minutes daily
Mathematics	60 minutes daily	60 minutes daily	75 minutes daily

It is strongly recommended that 90-minutes of the 150-minute ELA Tier I instruction be uninterrupted.

3-5 Minimum Recommended Instructional Times:

Tier I	Third Grade	Fourth Grade	Fifth Grade
ELA	Minimum of 90 minutes daily (120 minutes recommended)	Minimum of 90 minutes daily (120 minutes recommended)	Minimum of 90 minutes daily (120 minutes recommended)
Mathematics	90 minutes daily	90 minutes daily	90 minutes daily

It is strongly recommended that Tier I ELA and mathematics be 90-minutes of uninterrupted instruction in grades 3-5.

6-12 ELA Minimum Recommended Instructional Times:

Tier I	6-8 (traditional)	6-8 (block)	9-12 (traditional)	9-12 (block)
ELA	55 (daily)	90	55 (daily)	90

6-12 Mathematics Minimum Recommended Instructional Times:

Tier I	6-8 (traditional)	6-8 (block)	9-12 (traditional)	9-12 (block)
Mathematics	55 (daily)	90	55 (daily)	90

Tier II Time Recommendations

The following charts illustrate the recommended minimum instructional times for Tier II:

Tier II	Kindergarten	First Grade	Second Grade
ELA	20 minutes	30 minutes	30 minutes
Mathematics	20 minutes	20 minutes	30 minutes

Tier II	Third	Fourth	Fifth
ELA	30 minutes	30 minutes	30 minutes
Mathematics	30 minutes	30 minutes	30 minutes

Tier II	6-8 (traditional)	6-8 (block)	9-12 (traditional)	9-12 (block)
ELA	30 minutes	30 minutes	30 minutes	30 minutes
Mathematics	30 minutes	30 minutes	30 minutes	30 minutes

In K-2, 3-5, and 6-12, the interventions in Tier II should be provided daily. If students need interventions in more than one area (ELA and Mathematics), then the five days of interventions a week can be split in a two-day/three-day manner based on the area of greater need. For example, if a student needs intervention in ELA and Mathematics but is weaker in math, he/she should receive three days of Mathematics interventions and two days of ELA interventions each week.

Tier III Time Recommendations

In grades K-8, the interventions in Tier III should be provided daily. The following charts illustrate the recommended minimum intervention times for Tier III in grades K-8:

Tier III	Kindergarten	First Grade	Second Grade
ELA	40-45 minutes	45-60 minutes	45-60 minutes
Mathematics	40-45 minutes	40-45 minutes	45-60 minutes

Tier III	Third	Fourth	Fifth
ELA	45-60 minutes	45-60 minutes	45-60 minutes
Mathematics	45-60 minutes	45-60 minutes	45-60 minutes

Tier III	6-8 (traditional)	6-8 (block)	9-12 (traditional)	9-12 (block)
ELA	45-55 minutes	45-60 minutes	45-55 minutes	45-60 minutes
Mathematics	45-55 minutes	45-60 minutes	45-55 minutes	45-60 minutes

While it is recommended that students in grades 9-12 receive Tier III interventions for 45-60 minutes daily, in some instances this may not be possible. However, students in need of Tier III interventions should receive a minimum of 225 minutes each week. The following charts illustrate the weekly minimum intervention times for Tier III in grades 9-12:

Tier III	9-12 (traditional)	9-12 (block)
ELA Weekly Minimums	225-275 minutes	225-300 minutes

Tier III	9-12 (traditional)	9-12 (block)
Mathematics Weekly Minimums	225-275 minutes	225-300 minutes

Best Practice Scheduling Scenarios K-5

K-5 Elementary (self-contained):

It is important that Tier II intervention is in the master schedule. A particular group could have Tier II intervention at the same time each day. All second grade classes could have intervention from 10:00 to 10:30 daily. Teacher A would have five students with a decoding deficit. Teacher B would have four students with a fluency deficit. Teacher C would have five students with a math calculation deficit. A special education teacher may have four (three special education students and one general education student) students with decoding issues (different from the group with Teacher A). An educational assistant may have 12 students working on a project who are benchmarking at grade level, need no remediation on standards, and do not have any skills deficits or need intervention. Teacher D may have four advanced students. Another educational assistant may have eight students needing extra reinforcement/remediation with grade level standards. This is an "all hands on deck" time. All personnel resources in the building should be utilized to provide standards remediation/intervention/enrichment time to second grade from 10:00-10:30. Then from 10:30-11:00 third grade does the same thing. Some small schools may need to combine multiple grade levels. Each group has a scheduled time for Tier II intervention and all school personnel are utilized.

K-5 Scheduling Option One

8:00-10:00	120 minutes	Class 1	ELA
10:05-11:35	90 minutes	Class 2	Math
11:35-12:05	30 minutes	Lunch	
12:10-1:10	60 minutes (30 minutes for each class)	Class 3 & 4	Social Studies & Science
1:15-2:45	90 minutes (30 minutes for each class)	Class 5, 6 & 7	Special Classes & Tier II Intervention/Enrichment (Tier III could also be during this time)
2:50-3:00	10 minutes	Lockers and Announcements	

K-5 Scheduling Option Two

Time	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E
8:30-9:00	Morning Routines (Circle & Calendar) 30 minutes	Morning Routines (Circle & Calendar) 30 minutes	Morning Meeting (Circle & Calendar) 30 minutes	Morning Meeting (Circle & Calendar) 30 minutes	Morning Meeting (Circle & Calendar) 30 minutes
9:00-10:00	Tier I Reading 60 minutes	Math 60 minutes	Science 30 minutes Tier III Comp. Lab or library 30 minutes	Tier I Reading 60 minutes	Math 60 minutes
10:00-10:30	Tier I Reading 30 minutes	Tier I Reading 30 minutes	Social Studies 30 minutes	Tier I Reading 30 minutes	Tier I Reading 30 minutes
10:30-11:00	Tier II Reading 30 minutes	Tier I Reading 30 minutes	Tier I Reading 30 minutes	Social Studies 30 minutes	Tier I Reading 30 minutes
11:00-11:30	Tier III Comp. Lab or Library 30 minutes	Tier I Reading 30 minutes	Tier I Reading 30 minutes	Tier II Reading 30 minutes	Tier I Reading 30 minutes
11:30-12:00	Lunch 30 minutes	Tier II Reading 30 minutes	Tier I Reading 30 minutes	Lunch 30 minutes	Tier II Reading 30 minutes
12:00-12:30	Math 30 minutes	Lunch 30 minutes	Lunch 30 minutes	Tier III Com Lab or Library 30 minutes	Lunch 30 minutes
12:30-1:00	Math 30 minutes	Tier III Comp. Lab or library 30 minutes	Tier II Reading 30 minutes	Science 30 minutes	Social Studies 30 minutes
1:00-2:00	Art/Music/PE Guidance 60 minutes	Art/Music/PE Guidance 60 minutes	Art/Music/PE Guidance 60 minutes	Art/Music/PE Guidance 60 minutes	Art/Music/PE Guidance 60 minutes
2:00-3:15	Science Social Studies 75 minutes	Social Studies Science 75 minutes	Math 75 minutes	Math 75 minutes	Tier III Com lab/library Science 75 minutes
3:15-3:30	Closing Activities 15 minutes	Closing Activities 15 minutes	Closing Activities 15 minutes	Closing Activities 15 minutes	Closing Activities 15 minutes

Secondary Scheduling Considerations

Lunch

How many students do we have? What is the cafeteria size? How many lunches do we need?

Ex. A school with 1800 students and cafeteria that seats only 350 will look very different than a school with a larger cafeteria or smaller population.

Class Period Time

How long are our class periods?

On traditional schedule, drop a few minutes of class time (still have more instructional time than block schedule) yearly.

47 minutes for 180 instructional days is 8,460 minutes

85 minutes for 90 instructional days is 7,650 minutes

30 minutes of intervention or remediation adds 5,400 minutes of instruction a year for struggling students.

Option one: Reduce periods from 50 minutes to 46 minutes. $4 \times 7 = 28$ minutes

Option two: Reduce periods from 50 minutes to 47 minutes. $3 \times 7 = 21$ minutes and look at reducing a 15 minute break to 12 minutes and take one minute from class change

Class Change

Can we take one to two minutes of time allotted to change classes?

Depends on size of the school.

From six minutes to four minutes: $2 \times 6 = 12$ minutes

Intervention Block Option

Can we create an Intervention block, sometimes referred to as Skinny Block?

Consider where you can shave time from other places in the day

- Have we audited our schedule? How much time is not spent on instruction?
- How much time is available in the day to change the schedule?

High School Tier III Intervention Courses

The Department of Education will offer high school course codes for Tier III intervention. There are two courses offered: Tier III ELA Intervention and Tier III Mathematics Intervention. This course can be taken for a ••• credit. Using progress-monitoring data to make data-based decisions, students may repeat the intervention courses as needed and move in and out of the intervention courses as needed. These data-based decisions should be made by the School RTI2 Support Team. These are elective courses beyond the required ELA and Mathematics classes needed for graduation. These courses will be offered daily (or as described in Component 4.2 of the RTI2 Manual) and will be taught by a certified teacher. These courses will use research-based interventions and follow the guidelines within Component 4.1 of the RTI2 Manual for Tier III intervention. The majority of the course should be direct intervention provided by a certified teacher; however, computer-based and/or technology assisted interventions can be used a portion of the time. The intervention program should match the area of deficit and be delivered with high fidelity. It is recommended that class size should not exceed a 1:12 ratio.

Grade 6-12 Best Practice Scheduling Scenarios

Departmentalized 6-8 Example One

It is important that Tier II intervention is in the master schedule. In some middle schools a time is already scheduled for an activity period. This schedule may already allow for Tier II intervention. Schools will need to reevaluate their activity period (PE, art, music, library, guidance, etc.). Remember students must have 90 minutes of PE per week. If the school's activity period is short and there is not enough time built in for Tier II then look at revising the schedule and consider the examples below.

Departmentalized 6-8 Example Two

It is important that Tier II intervention is in the master schedule. This sample works best with a 7 period day. Schedule one period each for math, science, and social studies. Schedule two periods for ELA (these standards need the extra time). It is important that the same ELA teacher stays with the same students for this double period. The ELA Common Core State Standards (CCSS) should be taught in an integrated manner across all strands (Reading [Literature, Informational Text, and Foundational Skills], Writing, Speaking and Listening, and Language). It is recommended that the same highly skilled teacher teach all ELA content. Separating these ELA strands into separate courses does not reflect best practice. It is nice for the students to have the two ELA periods back to back but not necessary. It is difficult to schedule an entire school in which all students have two ELA periods back to back. The last two periods are for intervention and specials/activity period. This can be scheduled in various ways. This example makes it a little hard to free up staff to help with intervention.

Skinny Block/Period Options

Three options are:

1. Six 50 or 55 minute periods with one 30-minute period,
2. Seven 45 or 47 minute periods with a 30-minute period, or
3. Four 85-minute blocks with one 30-minute block.

During the 30-minute period all students are scheduled with a teacher for standards remediation, intervention, or enrichment (similar to the elementary example). Since all students are scheduled during the day with a certified teacher and some teachers have planning, the skinny period will always work out with the teacher/student ratio smaller than normal for the school. Teachers should not have planning during the skinny period. This is an "all hands on deck" time. It will take some time for the educators (usually the guidance department and administrators) to work out the schedule for these 30 minutes. One way to manage this is to let teachers turn in 25-30 names of students who have an interest in their subject (art, CTE, etc.) and academic teachers who would like specific students who need help on grade level standards (US History, science) to be placed with them during the skinny block. Schools may want to revisit this schedule for the skinny period/block at least four times a year (every nine weeks). At the end of grade 8, students can be screened or surveyed before beginning grade 9.

Secondary Scheduling Processes

1. Schedule students with skills deficits into interventions with the most qualified teachers (remember to schedule advanced students in the beginning as well; RTI2 is for advancing students as well as at risk).
2. Schedule students needing extra help on grade level standards (EOC courses, science, history, etc.). Some students may not have a specific skills deficit but may need a little extra help (remediation) with grade level standards.
3. Schedule on grade level students into areas of interest (fine arts, CTE, community projects, etc.). Mark student's names off each list as you schedule. For example: an art teacher may have turned in 30 names of students she would like to have for extra projects but seven students were scheduled for intervention or EOC help so she will have 23 students during the skinny block.

There may be a small number of students who a teacher did not request and did not need intervention or EOC help. Have a plan for placement of these students (library research, intramural sports, peer tutoring, etc.).

6-12 Schedule (7 credit year / 180 days)

Period	Time		Notes
Period 1	8:00-8:47		
Period 2	8:51-9:39		
Period 3	9:43-10:30		
Period 4	10:34-11:21		
Period 5 Due to lunch, this period is 54 minutes in length	Full period 5 11:25-12:19	Period 5A (1 st lunch) 11:25-11:52; Period 5B (2 nd lunch) 11:52-12:19	Each lunch is 27 minutes in length. They also have the extra 4 minutes of class change. - ¼ of students/teachers have a full period 5 class; ¼ of students/teachers have lunch during period 5A; ¼ of students/teachers have intervention / remediation / enrichment during period 5B
Period 6 Due to lunch this period is 54 minutes in length	Full period 6 12:23-1:17	Period 6A (3 rd lunch) 12:23-12:50; Period 6B (4 th lunch) 12:50-1:17	Each lunch is 27 minutes in length. They also have the extra 4 minutes of class change. - ¼ of students/teachers have a full period 6 class; ¼ of students/teachers have lunch during period 6A; ¼ of student/teachers have intervention / remediation / enrichment during period 6B
Period 7	1:21-2:08		
Period 8	2:12-3:00		

- 1,800 students /four lunch times = 450 students per lunch
- Each student has seven credit classes; each class is 47 minutes long except 5th and 6th period which is 54 minutes.
- Period 5 and 6 split the school in half. Half of the school has a credit class each period and the other half will split the other period for lunch and intervention/remediation/enrichment
- Each period is 47 minutes in length. This allows 8,460 minutes in a 180 day instructional traditional year. With a traditional 4x4 block you have 8,100 minutes in the 90 day block instructional year per course. With a modified 90 A/B block you will have 8,100 minutes per course per year.

Block 6-12 Schedules

Example 1											
<table border="1"> <tr> <td>7:05-8:23</td><td>Block 1</td></tr> <tr> <td>8:23-9:03</td><td>Skinny Period Intervention /Enrichment</td></tr> <tr> <td>10:40-12:40</td><td> a. 10:40-11:10 b. 11:10-11:40 c. 11:40-12:10 d. 12:10-12:40 </td></tr> <tr> <td>12:47-2:05</td><td>Block 4</td></tr> </table>	7:05-8:23	Block 1	8:23-9:03	Skinny Period Intervention /Enrichment	10:40-12:40	a. 10:40-11:10 b. 11:10-11:40 c. 11:40-12:10 d. 12:10-12:40	12:47-2:05	Block 4	<p>Extended one class period each day by 30-40 minutes to provide a Tier II intervention time. The teachers on planning can be responsible for providing the interventions while other students stay in their regular classes or rotate to other activities. This would place importance on common planning time. For example, if all math teachers had 1st period planning, then all math intervention could take place during the 1st block schedule.</p>		
7:05-8:23	Block 1										
8:23-9:03	Skinny Period Intervention /Enrichment										
10:40-12:40	a. 10:40-11:10 b. 11:10-11:40 c. 11:40-12:10 d. 12:10-12:40										
12:47-2:05	Block 4										
Example 2	83 minute blocks / 7 minute class change/ 4 lunches/ 8 credit year/ 90 days										
<p>1st Period 7:05-8:23 2nd Period 8:30-9:53 2nd Period Extended 9:53-10:33 3rd Period 10:40-12:40 a. 10:40-11:10 b. 11:10-11:40 c. 11:40-12:10 d. 12:10-12:40 4th Period 12:47-2:05</p>	<table border="1"> <tr> <td>7:05-8:23</td><td>Block 1</td></tr> <tr> <td>8:23-9:03</td><td>Tier II Intervention</td></tr> <tr> <td>9:10-10:33</td><td>Block 2</td></tr> <tr> <td>10:40-12:40</td><td> Block 3 10:40-11:10 1st lunch 11:10-11:40 2nd lunch 11:40-12:10 3rd lunch 12:10-12:40 4th lunch </td></tr> <tr> <td>12:47-2:05</td><td>Block 4</td></tr> </table>	7:05-8:23	Block 1	8:23-9:03	Tier II Intervention	9:10-10:33	Block 2	10:40-12:40	Block 3 10:40-11:10 1 st lunch 11:10-11:40 2 nd lunch 11:40-12:10 3 rd lunch 12:10-12:40 4 th lunch	12:47-2:05	Block 4
7:05-8:23	Block 1										
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10:40-12:40	Block 3 10:40-11:10 1 st lunch 11:10-11:40 2 nd lunch 11:40-12:10 3 rd lunch 12:10-12:40 4 th lunch										
12:47-2:05	Block 4										
Example 3	85 minute blocks/ 5 minute class change/ 4 lunches/8 credit year/ 90 days										
<p>1st Period 7:05-8:23 2nd Period 8:30-9:53 3rd Period 10:00-12:00 a. 10:00-10:30 b. 10:30-11:00 c. 11:00-11:30 d. 11:30-12:00 3rd Period Extended 12:00-12:40 4th Period 12:47-2:05</p>	<table border="1"> <tr> <td>8:00-9:25</td><td>Block 1</td></tr> <tr> <td>9:30-10:55</td><td>Tier II Intervention/Enrichment</td></tr> <tr> <td>11:00-12:00</td><td>Block 2</td></tr> <tr> <td>12:05-1:30</td><td> Block 3 (includes 30 minutes for rotating lunch) 11:30-12:00 1st lunch 12:00-12:30 2nd lunch 12:30-1:00 3rd lunch 1:00-1:30 4th lunch </td></tr> <tr> <td>1:35-3:00</td><td>Block 4</td></tr> </table>	8:00-9:25	Block 1	9:30-10:55	Tier II Intervention/Enrichment	11:00-12:00	Block 2	12:05-1:30	Block 3 (includes 30 minutes for rotating lunch) 11:30-12:00 1 st lunch 12:00-12:30 2 nd lunch 12:30-1:00 3 rd lunch 1:00-1:30 4 th lunch	1:35-3:00	Block 4
8:00-9:25	Block 1										
9:30-10:55	Tier II Intervention/Enrichment										
11:00-12:00	Block 2										
12:05-1:30	Block 3 (includes 30 minutes for rotating lunch) 11:30-12:00 1 st lunch 12:00-12:30 2 nd lunch 12:30-1:00 3 rd lunch 1:00-1:30 4 th lunch										
1:35-3:00	Block 4										

Example 4	85 minute blocks/ 5 minute class change/ 2 lunches/ 8 credit year/ 90 days										
1st Period 7:05-8:23 2nd Period 8:30-9:53 3rd Period 10:00-12:00 a. 10:00-10:30 b. 10:30-11:00 c. 11:00-11:30 d. 11:30-12:00 4th Period 12:07-1:25 4th Period Extended 1:25-2:05	<table border="1"> <tr> <td>8:00-9:25</td><td>Block 1</td></tr> <tr> <td>9:30-10:55</td><td>Block 2</td></tr> <tr> <td>11:00-12:00</td><td> Lunch & Tier II Intervention/Enrichment • •• school in lunch • ½ school in Tier II intervention </td></tr> <tr> <td>12:05-1:30</td><td>Block 3</td></tr> <tr> <td>1:35-3:00</td><td>Block 4</td></tr> </table>	8:00-9:25	Block 1	9:30-10:55	Block 2	11:00-12:00	Lunch & Tier II Intervention/Enrichment • •• school in lunch • ½ school in Tier II intervention	12:05-1:30	Block 3	1:35-3:00	Block 4
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9:30-10:55	Block 2										
11:00-12:00	Lunch & Tier II Intervention/Enrichment • •• school in lunch • ½ school in Tier II intervention										
12:05-1:30	Block 3										
1:35-3:00	Block 4										

6-12 A/B Schedule Option

A/B (425 minutes per week / 5 minute class change/ 2 lunches/ 8 credit year/ 90 days)

Time	Mon (A)	Tue (B)	Wed (A)	Thu (B)	Fri (Mixed)
08:00 – 9:25	Math	English	Math	English	Math
9:30-10:55					English
11:00-12:00	Lunch/Intervention				
12:00-1:25	History	Science	History	Science	Science
1:30-3:00					History

6-12 Hybrid Options

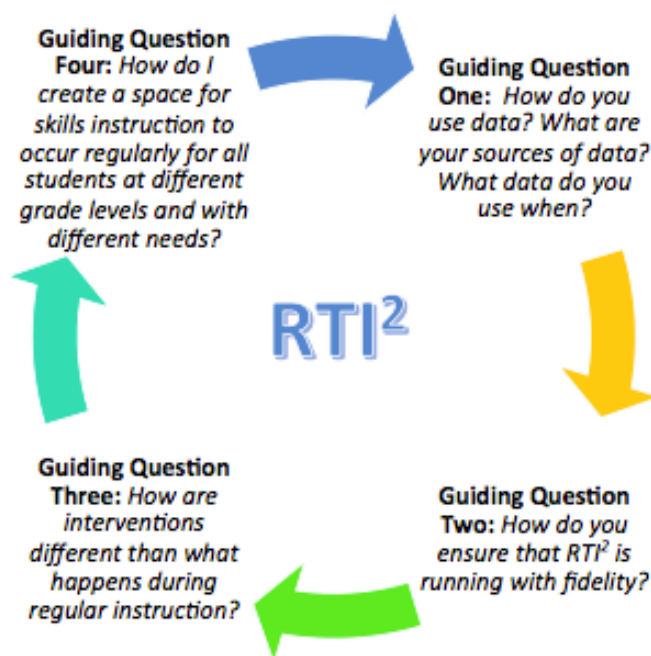
A/B and Traditional (5 minute class change/ 3 lunches/ 6 credit year/ 180 days)

1 A/B blocked 8:00-9:30	Art 1	Spanish II	Art 1	Spanish II	Art 1 Spanish (45/45 split or alternate Fridays)
2 Traditional 9:35-10:35	Algebra II	Algebra II	Algebra II	Algebra II	Algebra II
3 Skinny 10:40-11:10	Intervention	Intervention	Intervention	Intervention	Intervention
4 Traditional 11:15-11:45 1 st lunch; 11:45-12:15 2 nd lunch; 12:15-12:45 3 rd lunch	US History	US History	US History	US History	US History
5 Traditional 12:50-1:50	English II	English II	English II	English II	English II
6 Traditional 1:55-2:55	Biology	Biology	Biology	Biology	Biology

A/B and Traditional (5 minute class change/6 credit year/ 180 days)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Chemistry	Algebra II	Chemistry	Algebra II	Chemistry
2	Chemistry	Algebra II	Chemistry	Algebra II	Algebra II
3	US History	US History	US History	US History	US History
4	Band	Spanish II	Band	Spanish II	Band
5	Band	Spanish II	Band	Spanish II	Band
6	English	English	English	English	English
7	Intervention	Intervention	Intervention	Intervention	Intervention

Next Steps Action Planning



Points to Consider before Next Steps Action Planning

1. How will your team ensure all children receive on-grade level, high quality, and differentiated instruction in the general education classroom (Tier I)?

<input type="checkbox"/> This is an area of strength for our district.	<input type="checkbox"/> Our district planning team already has an action step in this area.	<input type="checkbox"/> Our district planning team may consider an action step in this area.
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2. How will your team ensure that a nationally normed, skills-based universal screener is administered to all students K-8 to determine whether students demonstrate the skills necessary to achieve grade-level standards? (This assessment must assess six key skill areas: basic reading skills, reading fluency, reading comprehension, math calculation, math problem solving, and written expression).

<input type="checkbox"/> This is an area of strength for our district.	<input type="checkbox"/> Our district planning team already has an action step in this area.	<input type="checkbox"/> Our district planning team may consider an action step in this area.
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3. How will school teams identify students in need of targeted intervention (Tier II or Tier III) in addition to the high quality instruction they are receiving in Tier I?

<input type="checkbox"/> This is an area of strength for our district.	<input type="checkbox"/> Our district planning team already has an action step in this area.	<input type="checkbox"/> Our district planning team may consider an action step in this area.
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4. How will school teams monitor the progress of Tier II and Tier III interventions in the students' areas of deficit?

<input type="checkbox"/> This is an area of strength for our district.	<input type="checkbox"/> Our district planning team already has an action step in this area.	<input type="checkbox"/> Our district planning team may consider an action step in this area.
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5. How will fidelity monitoring occur at all tiers, focusing not only on the programs but also the students?

<input type="checkbox"/> This is an area of strength for our district.	<input type="checkbox"/> Our district planning team already has an action step in this area.	<input type="checkbox"/> Our district planning team may consider an action step in this area.
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Action Plan Document

1. Transfer sections from each guiding question action planning document.
2. Analyze the holistic plan. Is there too many next steps to be actionable?
3. Is one person responsible for too many steps? Is a shifting needed to balance the plan and ensure a collaborative initiative?
4. Have you captured the consistent rules of practice and key messages that will serve as guard rails for your district?

Communication Planning

District Rules of Practice	GQ1:	Person Responsible:
	GQ2:	Communication Timeline:
	GQ3:	
	GQ4:	Format for Communication:
	Overarching:	
District Key Messages	GQ1:	Person Responsible:
	GQ2:	Communication Timeline:
	GQ3:	
	GQ4:	Format for Communication
	Overarching:	

District Focal Strengths	GQ1:	
	GQ2:	
	GQ3:	
	GQ4:	
	Overarching:	
District Next Steps/ Action Steps	GQ1:	Lead: Timeline: Evidence:
	GQ2:	
	GQ3:	
	GQ4:	
	Overarching:	

Elementary Focal Strengths	GQ1:	
	GQ2:	
	GQ3:	
	GQ4:	
	Overarching:	
Elementary Next Steps/ Action Steps	GQ1:	Lead: Timeline: Evidence:
	GQ2:	
	GQ3:	
	GQ4:	
	Overarching:	

Middle Focal Strengths	GQ1:	
	GQ2:	
	GQ3:	
	GQ4:	
	Overarching:	
Middle Next Steps/ Action Steps	GQ1:	Lead: Timeline: Evidence:
	GQ2:	
	GQ3:	
	GQ4:	
	Overarching:	

High Focal Strengths	GQ1:	
	GQ2:	
	GQ3:	
	GQ4:	
	Overarching:	
High Next Steps/ Action Steps	GQ1:	Lead: Timeline: Evidence:
	GQ2:	
	GQ3:	
	GQ4:	
	Overarching:	